



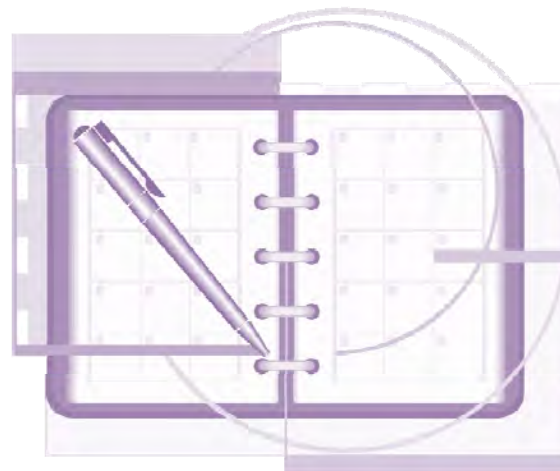
Group Work in Schools



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Day 1 Overview

- ▶ **Morning**
 - ▶ Devotional
 - ▶ Introductions
 - ▶ Introduction to Group Work in Schools
 - ▶ Orientation and lunch (12:00- 1:30 p.m.)
- ▶ **Afternoon**
 - ▶ Group Technique Demonstration
 - ▶ Introduction to Group Work in Schools
- ▶ **Homework**
 - ▶ Read ASGW and ASCA guidelines
 - ▶ Work on Structured Group Session



Introduction Activity

- ▶ Brown: The way I have positively influenced another person is...
- ▶ Red: I would be interested in talking with someone in this course who was interested in...
- ▶ Blue: If I could go anywhere in the world, it would be....
- ▶ Green: My best memory of school is...
- ▶ Yellow: I am most relaxed when...
- ▶ Orange: Choose to answer any of the above sentences



Web of Connection Activity



Objectives



Define group work and its role in school



Review research on group effectiveness



Identify the process for organizing, conducting, and evaluating a group experience



Apply the process for organizing, conducting, and evaluating a group experience



Understanding Group Work: Defining and Identifying its Role in School

Association for Specialists in Group Work

<http://www.asgw.org/>

Association of Professional School Counselors

<http://www.schoolcounselor.org/>

ASGW's Types of Groups



- ▶ **Work Groups**

- ▶ Goal: Accomplish a task
- ▶ Ex. Task force group



- ▶ **Guidance/ Psychoeducational Groups**

- ▶ Goal: Prevent or educate
- ▶ Ex. Social Skills Training

- ▶ **Counseling Groups**

- ▶ Goal: Process and behavior change
- ▶ Substance Abuse

- ▶ **Psychotherapy Groups**

- ▶ Goal: Process and long term personality change
- ▶ Ex. Abnormal behaviors or relational issues



ASGW's Group orientation

Content

- What the group is talking about, the subject
- Information, behavior, skill practice
- “Today’s topic is assertiveness. Who would like to share some ideas on the subject?”
- Keeps group in the “there and then”

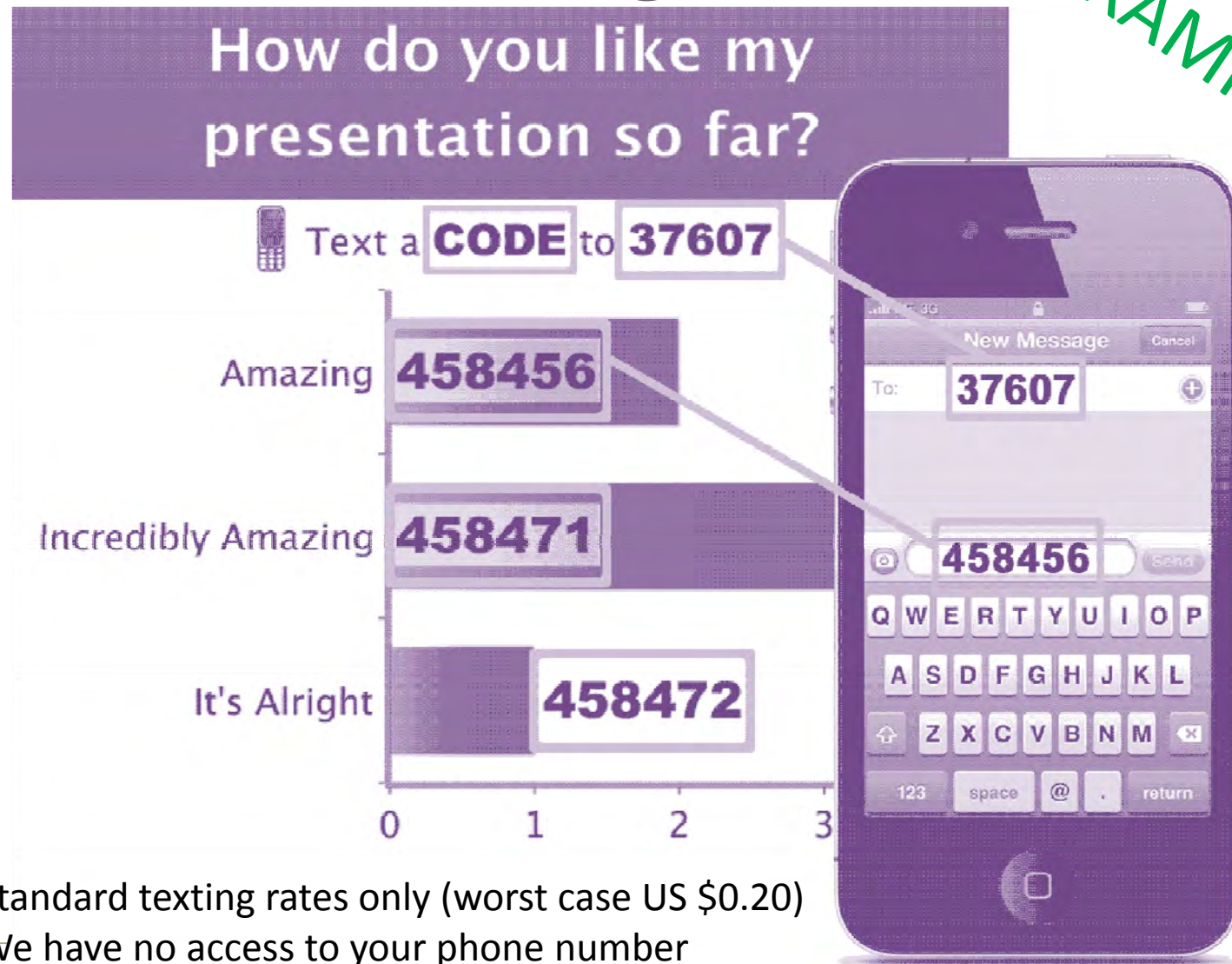
Process

- Nature of the relationship among the group members who are communicating with one another
- Expression of feelings, giving and receiving feedback, supporting in the here and now
- “Reflect on what it was like for you to hear Johnny say that to you.”
- Keeps group in the “here and now”



How To Vote via Texting

EXAMPLE



TIPS

1. Standard texting rates only (worst case US \$0.20)
2. We have no access to your phone number
3. Capitalization doesn't matter, but spaces and spelling do

How To Vote via PollEv.com

How do you like my presentation so far?

Text a **CODE** to **37607**

Submit a **CODE** to **<http://PollEv.com>**

Amazing **458456**

Incredibly Amazing **458471**

It's Alright **458477**

0 1 2

Web Response

458456

Submit response

Login if you're a registered participant.

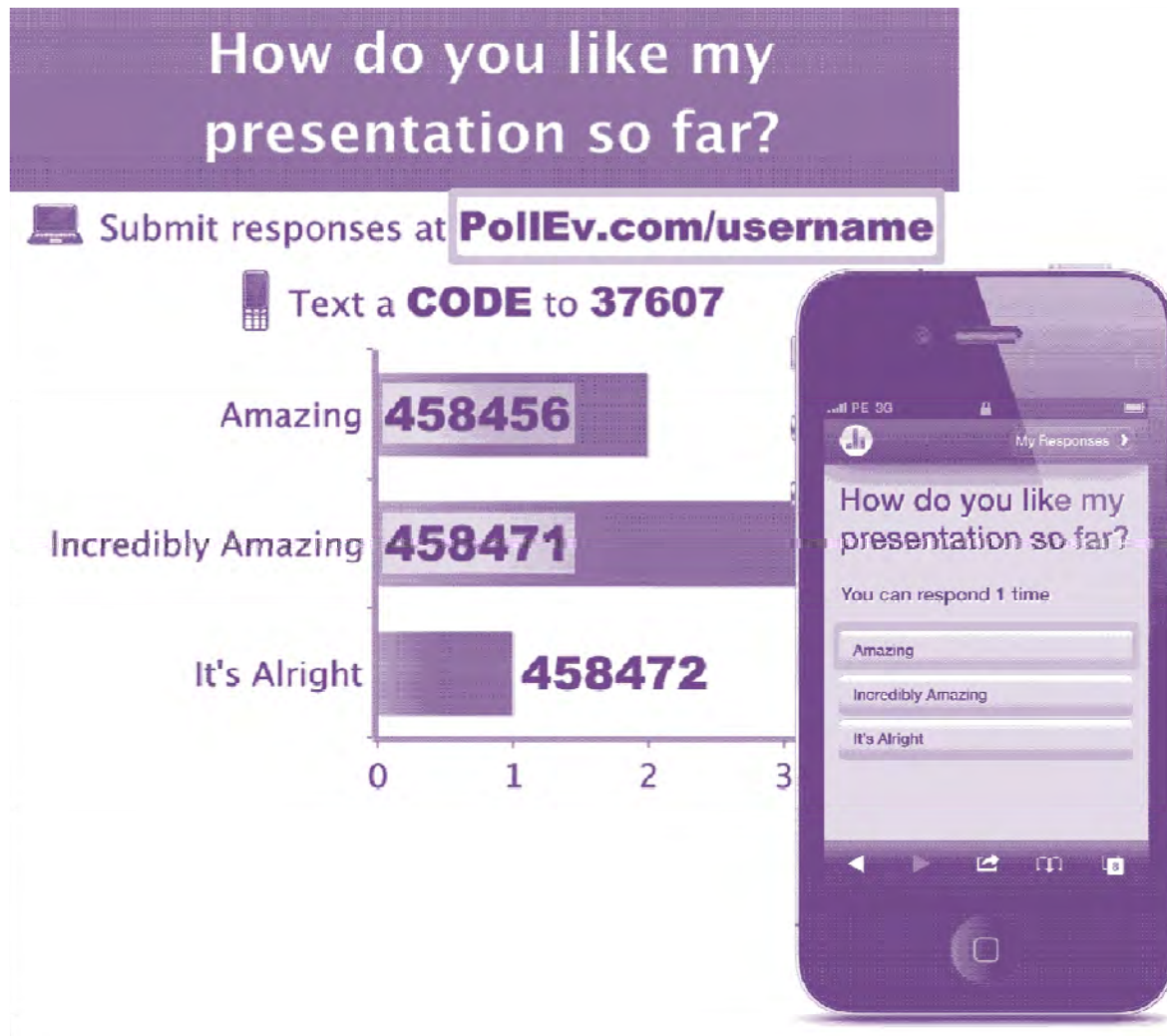
EXAMPLE

TIP

Capitalization doesn't matter, but spaces and spelling do

How To Vote via PollEv.com/username

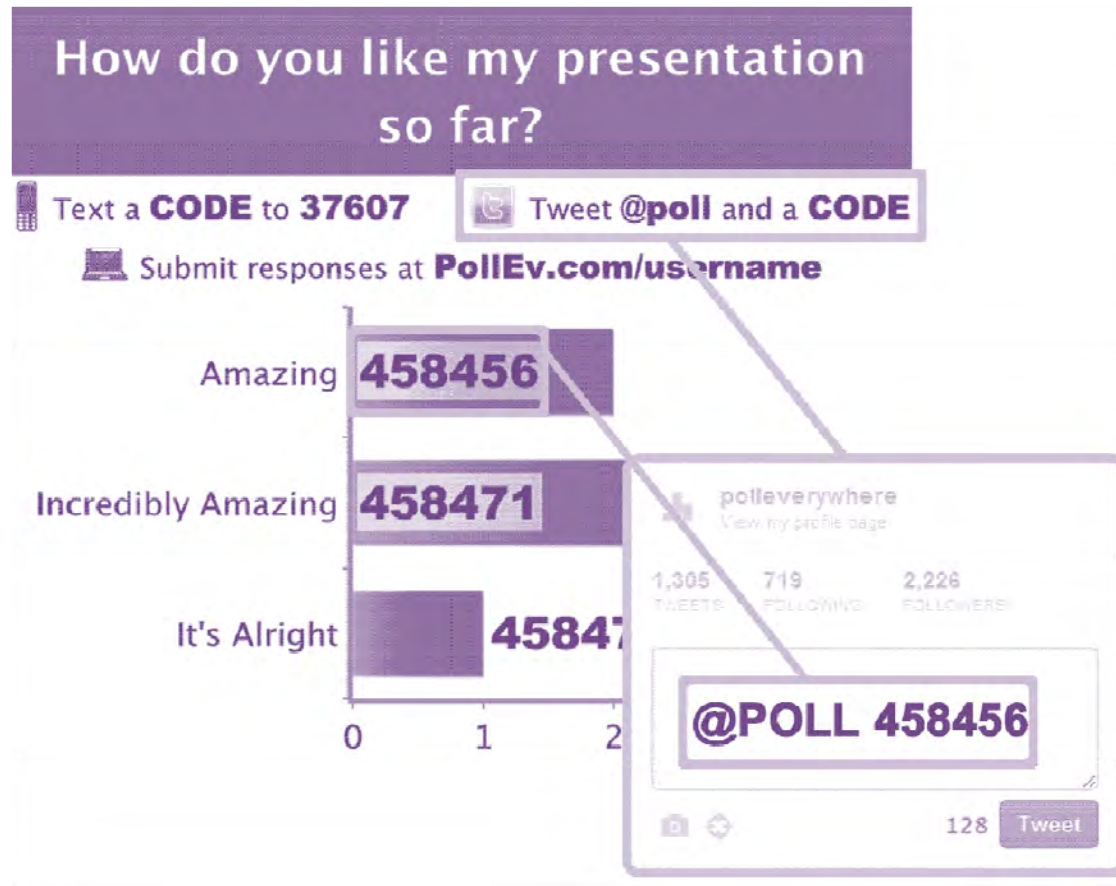
EXAMPLE



TIP

Capitalization doesn't matter, but spaces and spelling do

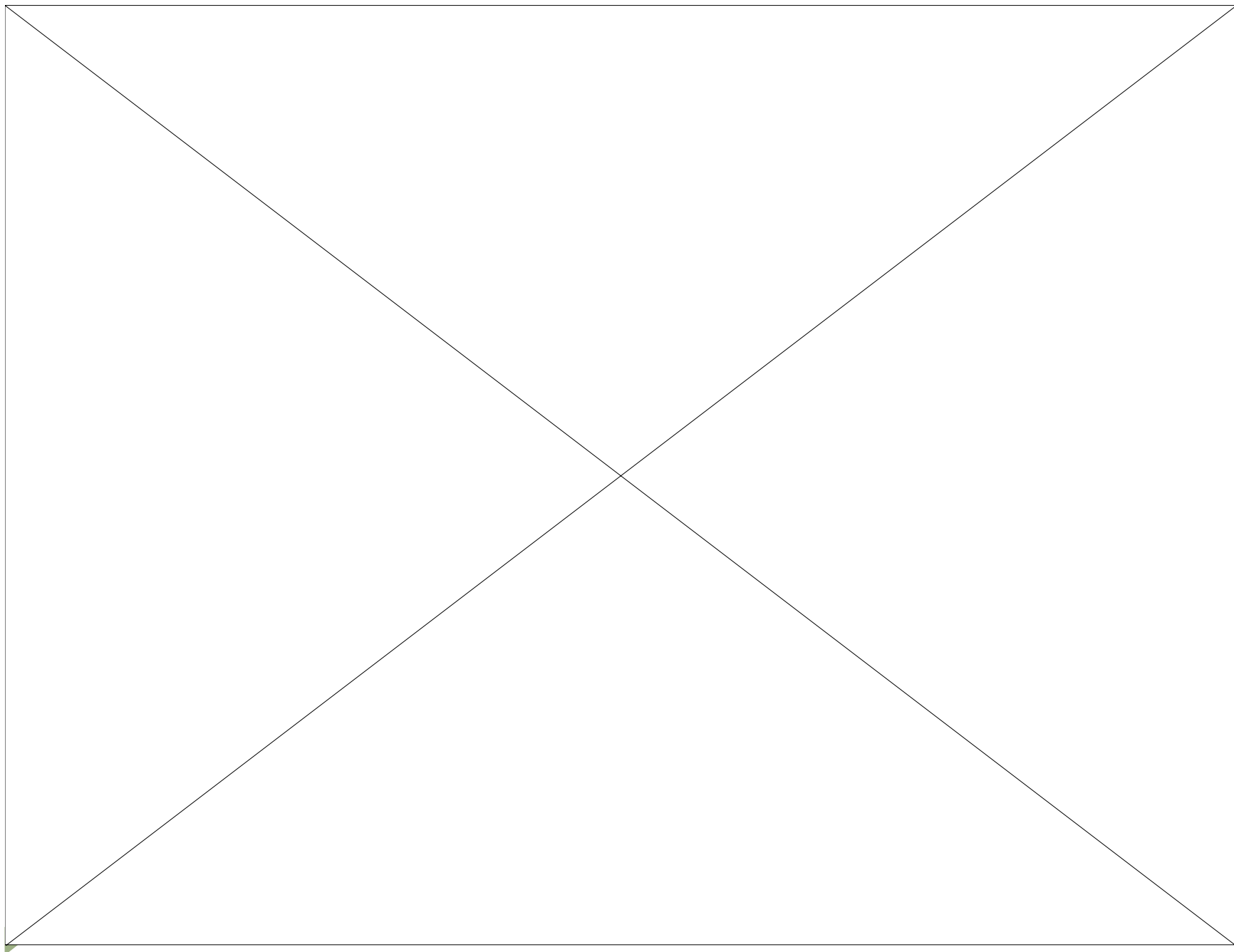
How To Vote via Twitter



EXAMPLE

TIPS

1. Capitalization doesn't matter, but spaces and spelling do
2. Since @poll is the first word, your followers will not receive this tweet



American School Counselor Association (ASCA) on Group Work



- ▶ **The American School Counselor Association (ASCA)**
 - ▶ Includes group counseling as an integral component of comprehensive school counseling programs (Lapan, Gysbers, & Petroski, 2001).
 - ▶ Identifies it as responsive services, small group counseling (ASCA, 2005)
 - ▶ Identifies it as an efficient and effective way of dealing with students' developmental problems and situational concerns (ASCA, 1999; position statement),
 - ▶ Purports that small group counseling has a variety of applications, including prevention groups (e.g., dealing with peer pressure), problem-focused support groups (e.g., dealing with parental divorce), and information-focused psychoeducational groups (study skills) (Cobia & Henderson, 2003).



American School Counselor Association's (ASCA) Position on Group Work

The Position

- Group counseling is vital in the delivery of the ASCA National Model to students and should be supported by school districts as part of an effective comprehensive school counseling program.

The Rationale

- Group counseling, which involves a number of students working on shared tasks and developing supportive relationships in a group setting, is an efficient, effective and positive way of dealing with students' academic, career and personal/ social/emotional developmental issues and situational concerns.
- By allowing individuals to develop insights into themselves and others, group counseling makes it possible for more students to achieve healthier personal adjustment, cope with the stress of a rapidly changing and complex environment and learn to communicate and cooperate with others.
- Research on group counseling suggests that this intervention is rather robust for a variety of academic, career and personal/ social/emotional concerns (Gerrity & DeLucia-Waack, 2007; McGannon, Carey, & Dimmitt, 2005; Paisley & Milsom, 2007; Whiston & Sexton, 1998).

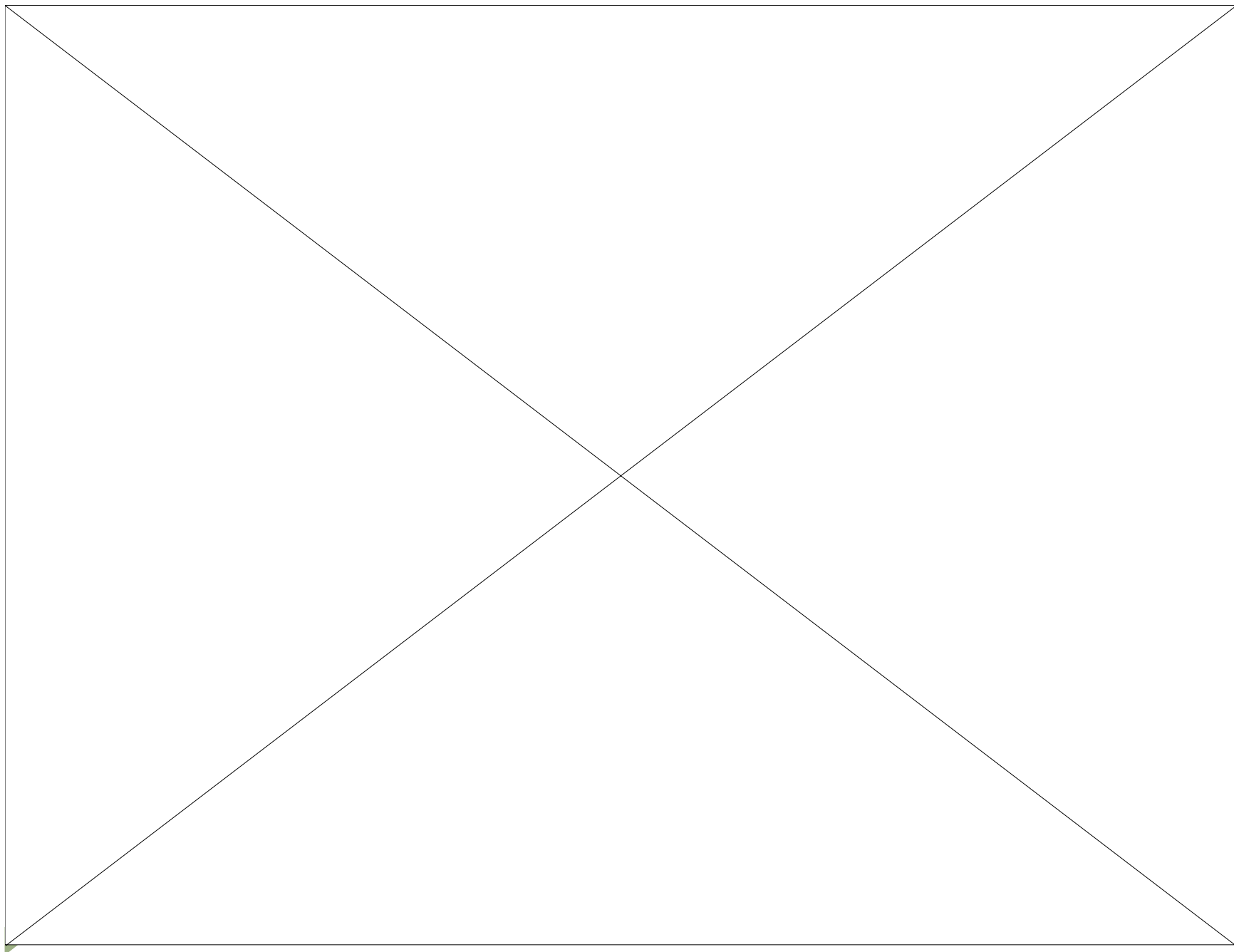
American School Counselor Association's (ASCA) Position on Group Work

The Professional School Counselor's Role

- The professional school counselor's training in group facilitation is unique to the school setting.
- School counselors provide group services to students and parents and may utilize their specialized training to facilitate school staff and administration on relevant professional issues or topics.
- Group services offered to students and parents are based on school and community needs, which are assessed through survey data.
- School counselors prioritize group offerings based on analysis of survey data.
- Group counseling should be offered to all students in a PK-12 setting.



Research on Group Work



Research on the Effectiveness of Group Work with Children and Adolescents

Helpful to students who are experiencing challenging life situations or trailing grades (Gladding, 2003).

A viable way to assist students who are not achieving to their potential and who may be experiencing emotional or behavioral problems (Shechtman, Gilat, Fos, & Flasher, 1996).

Provides an opportunity for students to develop insights about themselves and others, and it offers a safe setting in which to address developmental, situational, and academic issues (Newsome & Gladding, 2003).

Efficacious for changing "attitudes, perspectives, values, and behaviors" (Thomposon, 2002, p. 223).

A way to experience universality--the knowledge that others have similar challenges (Greenberg, 2003).

Provide a milieu for peer interaction and observation of peer role models (Brigman & Goodman, 2001).

Students not only receive support from others, but have the opportunity to be helpful to others, which may increase self-esteem (Yalom, 1995).

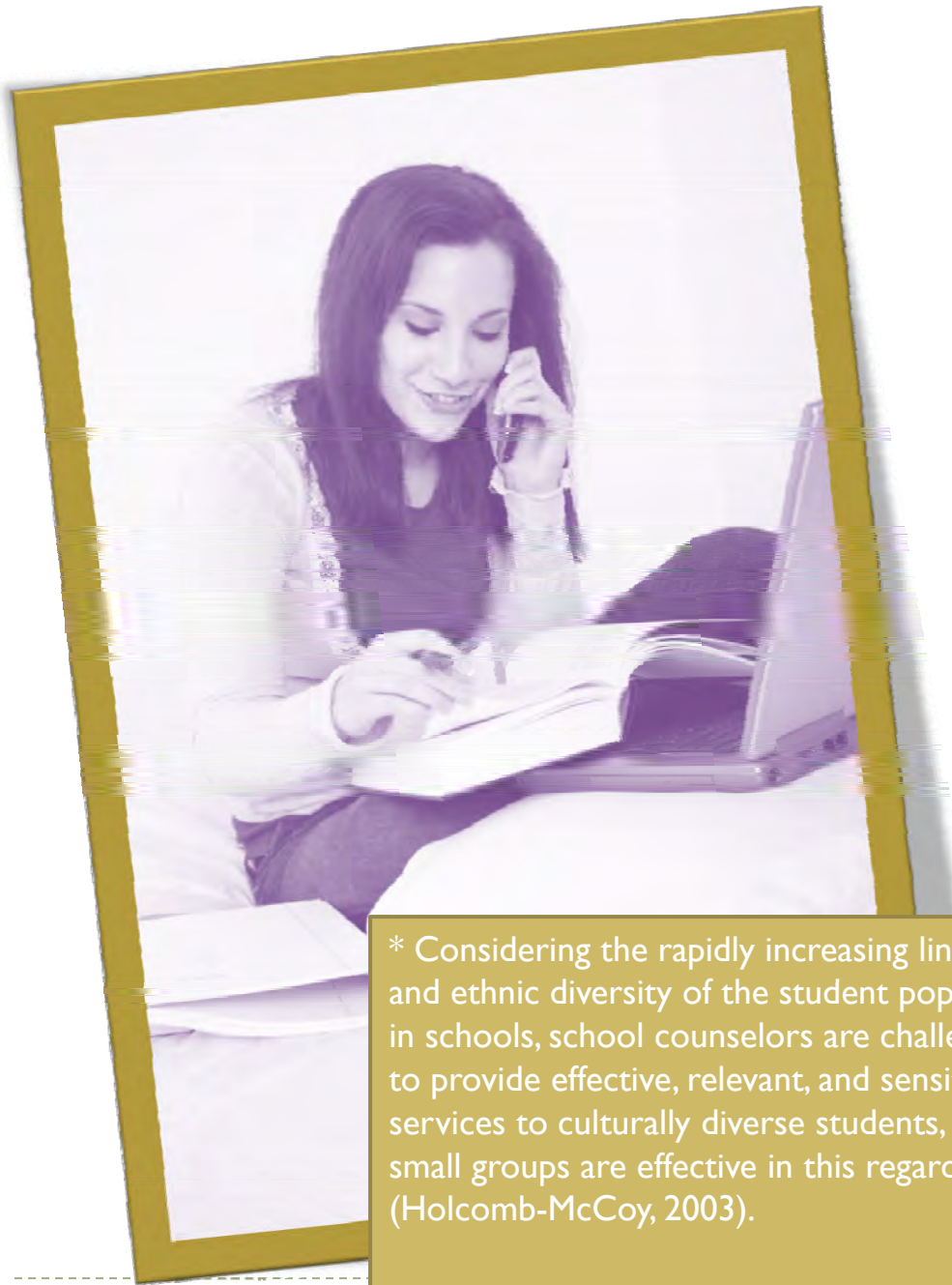


Research on the Effectiveness of Small Groups in a School Setting

Research consistently supports the effectiveness of group counseling in schools (Riva & Haub, 2004).

- ▶ Recommendations for group guidance and counseling programs in schools:
- ▶ Akos, 2000
- ▶ Cantrell, 1986
- ▶ Daigneault, 2000
- ▶ Samide & Stockton, 2002
- ▶ Barrett-Hakanson, Clarke, & Sommers-Flanagan, 2000





* Considering the rapidly increasing linguistic and ethnic diversity of the student population in schools, school counselors are challenged to provide effective, relevant, and sensitive services to culturally diverse students, and small groups are effective in this regard (Holcomb-McCoy, 2003).

Ethical Guidelines and Best Practices (ASGW & ASCA)

Homework tonight:
Read

- the ASCA National Model,
- ASCA's National Standards,
- the Association of Specialists in Group Work's Diversity Principles in Group Work (knowledge, awareness, and skills) & Best practices



Theory in Group Work

Theoretical Approaches to Group

Psychodynamic

Cognitive

Behavioral

Adlerian

Reality

Solution focused





Theories

Homework
tonight:

Read Corey

Prepare your role
play